DOCUMENT RESUME

ED 162 561 HE 010 613

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TITLE The Economic Impact of Independent Higher Education in New York State.
INSTITUTION Commission on Independent Colleges and Universities of the State of New York, New York.
PUB DATE 78
NOTE 23p.
AVAILABLE FROM Commission on Independent Colleges and Universities, 37 Elk Street, Albany, N.Y. 12224

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS Degrees (Titles); *Economic Factors; Educational Demand; *Educational Economics; *Educational Finance; Employment Statistics; Expenditures; Federal Aid; Financial Support; Graduate Study; *Higher Education; Income; Nonresident Students; *Private Colleges; Productivity; School Community Relationship; State Aid; Tax Effort; Taxes
IDENTIFIERS *Economic Impact Studies; *New York

ABSTRACT

The independent sector of higher education in the State of New York provides 88,000 jobs and almost $8 million of identifiable economic impact. It also plays a unique role in the state's recovery effort. The institutions in this sector award almost half the bachelor's and more than two thirds of the postbaccalaureate degrees in the state. As an employer the independent sector of higher education is one of the largest in the state. Its operating revenues in 1976 amounted to over $2 billion, including 30 percent from out-of-state sources and one quarter billion in federal government grants and contracts. Spending by institutions and by students is expected to amount to almost $8 billion in 1977-78. The importation of monies by out-of-state students is a significant factor, as is the savings in state and local tax levies as measured against units of production (degrees) of independent institutions. It is concluded that the independent sector is an important element in the state's economy. (MSE)

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The Economic Impact of Independent Higher Education in New York State

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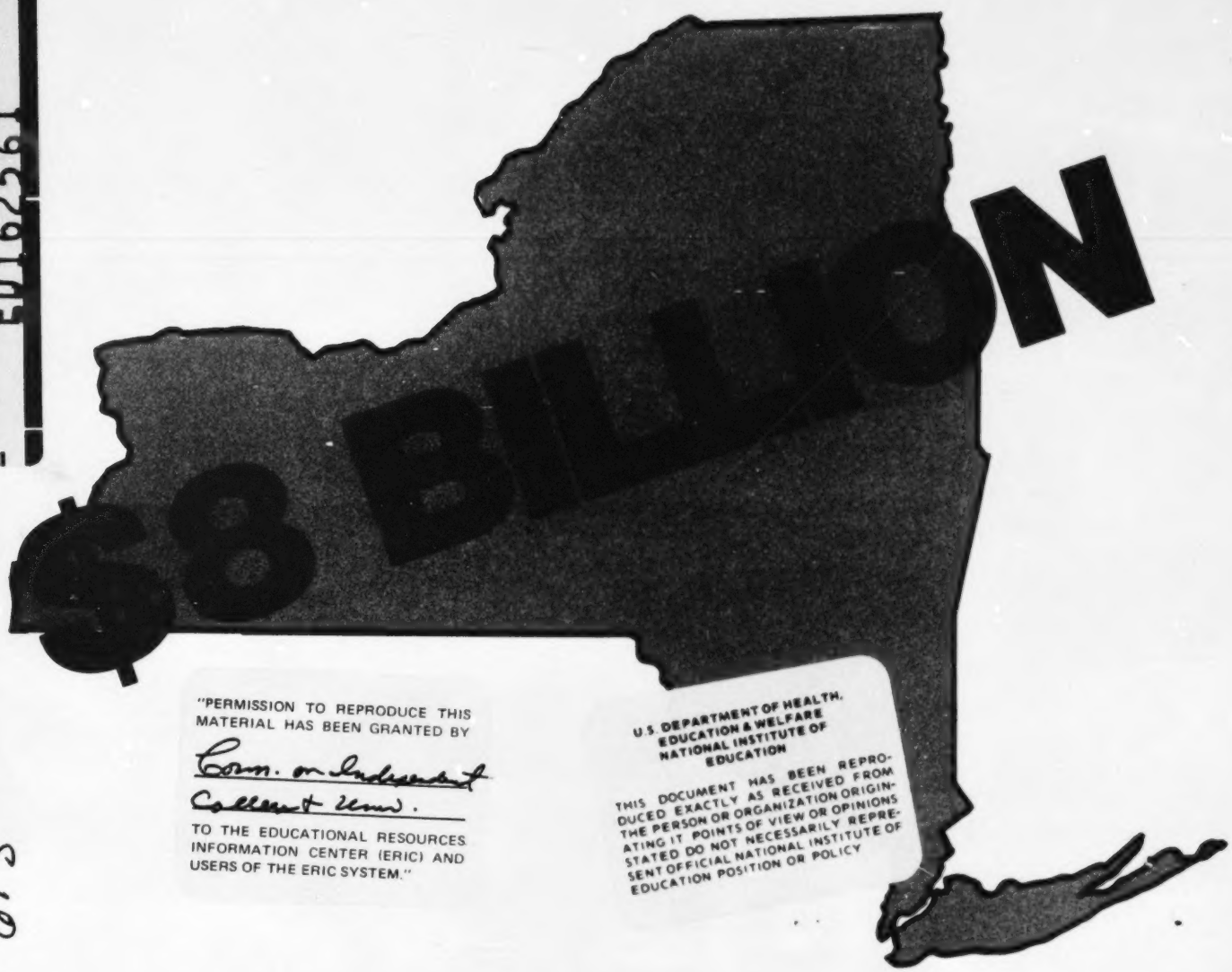

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HE 010 613

Published by:
commission on Independent colleges and universities
37 Elk Street, Albany, New York 12224
(518) 436-4781

Foreword

The independent sector of higher education in New York is an impressive economic entity. Colleges and universities as well as their students and employees move *billions* of dollars through the state's economy each year.

Public policy analysts and education writers tend to focus on the costs, especially taxpayer costs, of financing this vast enterprise; and well they should. But too often the economic benefits generated by the sector are overlooked.

The revival of our state's economic climate is an imperative public policy concern. This study begins to analyze independent higher education in New York as an industry with a measurable economic impact upon the state.

There are two basic elements which should be kept in mind in measuring economic impact:

- benefit in dollars expended within the state's economy,
- cost in expenditures to the state and its localities as measured by tax levy output.

We have excluded from our analysis those factors which do not lend themselves to statistical quantification. *This is not to assign them lesser value.* Briefly stated: the social and cultural importance of a campus to the community in which it is located, the worth of providing higher education access to as many citizens as can benefit therefrom, the advance of human knowledge and sensitivity in science and the humanities are all pieces of the equation to be calculated. Inescapably the people of this state will place a price tag on the entire complex of values represented by the independent sector of their higher education system. They will consider both those elements of it which are statistically quantifiable and those which are not.

This study is an effort to bring to that public consideration a broader economic perspective. It will hopefully provide a greater degree of clarity in striking a truer balance between the economic costs and benefits associated with our present system of higher education.

We acknowledge with deep appreciation the cooperation of the various state and federal agencies which assisted us in our compilation of data. Within our Commission, we have been assisted by the critical guidance of our Board of Trustees, chaired by President Robert A. Plane of the Clarkson College of Technology; our Committee on Long-Range Financing, chaired by Chancellor Melvin A. Eggers of Syracuse University; and our Committee on Research and Planning, chaired by President Thomas Manion of the College of Saint Rose. Most of the compilation of data and writing was the work of Diane Gay of cIcu's research staff and Dr. Floyd Weintraub, director of the Admission Referral and Information Center.

Henry D. Paley, cIcu president

The independent sector of higher education is a special kind of "industry" in New York. In addition to providing 88,000 jobs statewide and almost $8 billion of identifiable economic impact, the independent colleges and universities fill a unique role in the state's recovery effort.

If New York is to recapture its economic leadership, it will require the kind of manpower demanded by a rigorously competitive business environment. An indispensible factor in generating highly skilled personnel for New York is the state's independent campuses which account for more than two-thirds of post-baccalaureate degrees awarded in the state.

what are the independent colleges and universities?

An independent college or university is a non-profit institution of higher education chartered by the Legislature or Board of Regents. All are part of the University of the State of New York. Excluding seminaries, there are 106 of them throughout the state, 37 in New York City.

In 1976, with only 40% of the state's total enrollment of 699,414 full-time equivalent students, these institutions produced 49% of all bachelor's degrees, 65% of all master's, 71% of all doctorates and 82% of all first professional degrees.

the independent sector as an industry

The economic importance of independent colleges and universities has been overlooked or generally underestimated because of the difficulty of quantifying the dollar value of its "product." However, as with any industry, relative importance to the economy can be measured by the following criteria:

- the number of employees and size of annual payroll;
- the level of its revenues;
- the expenditures by the industry;
- the net export value of its activities.

On the basis of these criteria we can measure the economic impact of the independent sector with some level of accuracy.

payroll of the independent sector

As an employer the sector is one of the largest in the state (see Exhibit I.) The most recent survey shows employment over 88,000. It includes both full and part-time personnel on payrolls in 1976-7. Including fringe benefits, the total payroll outlay is in excess of one billion dollars.

There are social and other costs related to industry payroll characteristics. A low wage employer, for example, will generate health, police, welfare and other community costs to a higher degree than employers of skilled and professional personnel. The higher education industry employs disproportionate numbers of professional and skilled technical personnel. It thereby contributes disproportionately, but beneficially, to the tax base of the communities in which it exists.

Also unique to the higher education industry is its catalytic effect upon satellite business employment. University payroll dollars for scientific and technical research have been widely recognized as the generating stimulus for new enterprises in and around campus communities.

revenues of the independent sector

In 1976 the total operating revenues of the independent sector were $2,183,604,973.[1] These revenues came from many different sources including tuition and fees, endowment earnings, private gifts, sponsored research, governmental appropriations, student aid grants, major service programs and auxiliary enterprises. Of these revenues to New York independent campuses, 30% came from out-of-state sources.[2]

Combined, New York's independent sector attracted $252,659,000[3] in federal government grants and contracts and an estimated $250 million[4] in voluntary support.

The added-on value of revenues for research can only be quantified when the technologies and practices developed from it are transferred to government and/or industry. Thus, laser energy may some day heat homes and factories, but only after years of research such as now underway at the University of Rochester.

expenditures by the higher education industry

The key quantifiable economic impact factor* for New York's independent higher education industry is its expenditures. The major component of expenditures is spending by institutions. From that total, state and local tax levy support must be deducted.

Accepted economic impact measurement practice requires the use of a factor called a "multiplier"* to reflect residual effects of spending upon the universe studied. Since this study's universe is the State of New York, we have chosen to use a multiplier of 2.0[5], a figure which tilts toward the conservative in estimating economic impact.

Exhibit II shows the independent institutions' current fund expenditures for 1975-6 in excess of $2 billion. Using the multiplier of 2.0 and deducting tax levy expenditures produces a residual economic impact of over $4 billion. Viewed alongside total institutional higher education expenditures, it is more than 60% of what is spent statewide by the three sectors of New York's system. The independent sector's dominance in expenditures, disproportionate to its minority (40%) enrollment status, accurately reflects the much higher costs of delivering graduate education. It is the postbaccalaureate pro-

1. Higher Education General Information Survey, 1975-6, USOE 2300-4, reported by State Education Department.

2. Ibid.

3. National Science Foundation Survey, 1975-6, NSF77-303. Excludes student loans for tuition and living expense.

4. Council on Financial Aid to Education, 1975-6 survey.

* Refer to glossary.

5. American Council on Education, Estimating the Impact of a College or University on the Local Economy, Caffrey and Isaacs, 1972, Appendix B.

grams in the independent sector that attract over two-thirds of all graduate and first-professional students in New York State.**

But the foregoing only reflects *institutional* expenditures. What about the dollars which students spend to attend college as either campus residents or commuters?

Exhibit III shows that in 1977, spending by New York State independent sector students was almost $1.8 billion. Applying 6% inflation, then the statewide multiplier of 2.0, the economic impact of the sector's enrolled student population will approach $4 billion in 1978.

This total does not include expenditures for summer or evening programs nor does it take into account the additional monies that married undergraduates will spend on personal expenses for their families above that spent on personal needs by single students. Expenses for married graduate students, however, have been factored in.

Significantly, 26% of the total student spending, with an estimated economic impact of $991,937,746, is traceable to 78,000 foreign and out-of-state students enrolled on independent campuses in New York. Data on the impact of salaries and wages spent by alumni of independent sector institutions who come from out-of-state but remain in New York following graduation to pursue their careers is not available. However, the economic yield to the state of such individuals, for whom the cost of elementary and secondary education is not borne by New York taxpayers, is an added-on value of attracting out-of-state enrollees.

In summary, considering only two parts of the picture, spending by institutions and spending by students, the economic impact of New York independent higher education comes to $7.9 billion. (Exhibit IV)

It should be emphasized that tuition payments are excluded from this calculation of combined student and institutional expenditures since the economic impact of that spending is incorporated in our tabulation of institutional revenues.

** 68,806 full-time equivalent students, 69% of postbaccalaureates in New York State.

net export value of the independent sector

In the recent past, when enrollment demand in higher education exceeded space availability on campuses, prudent public policy tended toward the protectionist. States acted to discourage enrollment of non-residents on their campuses, particularly government-operated universities.

Given the enrollment vacancies which now exist on New York's independent as well as government-operated campuses and the urgent need for the state's economy to attract new dollars from beyond its borders, it is important to understand the fiscal dynamics of New York's higher education trade imbalance.

Exhibit V shows the net out-migration of students from New York State is in excess of 68,000 a year, as of 1975, according to the latest data of the State Education Department (release of 8/8/77). Confining our economic impact analysis to undergraduates only, 57,727, the effect of this outflow of high school graduates upon New York comes to an annual loss of $642 million.

To obtain this estimate, we multiply the number of students by $5,560, the figure which represents average spending of non-commuter students, then apply the multiplier of 2.0.

At present, 86% of all out-of-state students on New York campuses are enrolled at independent campuses. As noted in Exhibit III, these nonresidents have a combined economic impact upon New York of almost $992 million. If we add our state's undergraduate export loss of $642 million and the approximately $176 million of economic impact lost by virtue of a net outmigration of more than 10,000 graduate students, it totals $818 million. Thus, the imports accounted for by the independent sector of higher education alone exceeds that trade imbalance by about $174 million. (Calculations shown in Exhibit V.)[6]

savings in tax effort

A valid residual economic impact consideration for an industry engaged in delivering a recognized public service is the local and state tax levy savings represented by its activities. This must be measured against units of production.

In Exhibit VI, the units of production used for New York's higher education system are student enrollment and degrees earned. This should be viewed with the data contained in Exhibit VII which show New York ranking 27th among the 50 states in per capita tax expenditures for higher education and 37th in tax expenditures for higher education per $1,000 of personal income.

Given the fact that New York is among the national leaders in expenditures per student for enrollments at both its independent and government-operated institutions of higher learning, what accounts for the below average ranking of our state in terms of higher education tax effort?

New York ranks first nationally in the number of students enrolled in its independent sector and second only to Massachusetts in the proportion of its higher education student population at independent institutions. It costs taxpayers five times as much to subsidize a student on a government-operated campus as it does to assist students in the independent sector.

The two largest sunbelt states, California and Texas, have independent sector enrollments of 11% and 14%, respectively. Thus, if New York had California's intersector proportions, the additional tax burden would be $719 million for our state. If the Texas profile obtained here, the additional tax levy cost would be $623 million.

The only alternatives to such tax escalation for higher education would be either a sharp reduction in appropriations per student at government-operated institutions or sharply diminished access to postsecondary education in this state. Since the first alternative would significantly diminish academic quality at SUNY/CUNY, both alternatives must be viewed as unacceptable.

conclusion

Future higher education fiscal policy should recognize the economic benefits derived from a healthy independent sector which enrolls a significant proportion of New York's student population. To permit the deterioration of this sector would not only diminish the quality of New York higher education, it would do serious damage to our state's economy.

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6 Nonresident student expenditures in New York also surpass the per student tax levy support in their behalf in a ratio of $43 dollars for every one tax dollar. See Appendix D.

EXHIBIT I:

A COMPARISON: EMPLOYEES OF INDEPENDENT INSTITUTIONS
vs. SELECTED INDUSTRIES IN NEW YORK STATE,

March 1975

	Number Of Establishments	Number Of Jobs
INDEPENDENT COLLEGES AND UNIVERSITIES, less seminaries	106	87,775
Trucking and Warehousing	5,313	65,064
Printing and Publishing*	5,522	146,338
Instruments*	777	101,260
Banking, excluding real estate, insurance brokers, and holding companies	6,065	215,822
Construction, trade contractors	17,539	164,545
Hotels, lodging	2,751	53,230
Apparel, other textile products*	7,117	189,900

* These are the three largest Standard Industrial Classification categories based upon value added to raw materials processed.

Note: There are over 200 industrial classifications reporting in New York State. This is a partial listing of statistics as of March 1975.

Source: County Business Patterns of New York State, 1974, published annually by the Department of Commerce, released April 1977, p. 1 and 2.

EXHIBIT II:

ECONOMIC IMPACT OF HIGHER EDUCATION INSTITUTIONS
SPENDING DOLLARS IN NEW YORK STATE
(000)

1975-76

	(1) Institutional Total Current Fund Expenditures	(2) Multiplier Effect: × 2[a]	(1)×(2)=(3) Estimated Economic Impact	(3)−(4) Less: Tax-Levy Dollars[b]	= (5) Residual Economic Impact	Percent Of Total Impact
SUNY, Incl. Community Colleges	$1,353,993	× 2	$2,707,987	$877,628	$1,830,359	(27%)
CUNY, Incl. Community Colleges	$ 546,967	× 2	$1,093,934	$365,434 (Est.)	$ 728,500	(11%)
INDEPENDENTS, Total	$2,158,685	× 2	$4,317,370	$153,437	$4,163,933	(62%)
TOTAL ECONOMIC IMPACT, Institutional Expenditures Only					$6,722,792	(100%)
Less: State and Local Tax-Levy Support, 1975-6						

[a] An estimated multiplier based on studies of John Caffrey and Herbert H. Isaacs, *Estimating the Impact of a College or University on the Local Economy* (Washington, D.C., American Council on Education, 1971), as reported in a study prepared for R.I.T. by George Demopoulos, *The Impact of Rochester Institute of Technology on the Local Economy,* 1973.

[b] Includes appropriations for operations, aid to disadvantaged students, the sector's share of State funded student aid, and direct appropriations for capital related projects.

EXHIBIT III:

ESTIMATED ECONOMIC IMPACT OF SPENDING BY INDEPENDENT STUDENTS IN NEW YORK STATE 1976-7

I. Estimated Expenses per full-time student for an Academic Year:[1]

Graduate:	Foreign	$9,951	Undergradute:	Foreign	$6,210
	Other Nonresident	8,800		Other Nonresident	6,210
	NYS Resident	8,800		NYS Resident: Residential	5,560
				Commuter	4,500

II. Estimated Economic Impact of Student Spending, Fall 1976:

	(1) Undergraduate Spending	(2) Graduate Spending	(3) Total Dollar Value (Cols. 1+2)	(4) Economic Multiplier × 2	(5) Economic Impact/Student Spending (Cols. 3×4)
NYC:					
Foreign	$ 24,225,210	$ 28,449,909			
Other nonresidents	65,180,720	84,409,600			
NYS Residents	275,703,720	267,713,600			
TOTAL NYC:			$ 745,682,199	× 2	$1,491,364,398
Upstate:					
Foreign	$ 13,394,970	$ 11,503,356			
Other nonresidents	205,147,350	35,499,200			
NYS Residents	590,316,000	182,450,400			
TOTAL UPSTATE:			$1,040,430,839	× 2	$2,080,861,678
TOTAL NEW YORK STATE Est. Economic Impact of Spending by Independent Students, 1976-7.			$1,786,113,038	× 2	$3,572,226,076
Inflationary factor for 1977-78 = +6%					$+214,333,564
Est. Economic Impact, Spending by Independent Students, 1977-78					$3,786,559,640

[1] Detail of Expenditures in Appendices A, B and C.

EXHIBIT III-A

nonresident students

26% of the total economic impact of student expenditures can be traced to nonresident students in the independent sector (1976-7):

	Number	Expenditures	Multiplier	Economic Impact
Foreign	12,722	$ 77,573,445	× 2	$155,146,890
Other Nonresident	66,120	390,321,720	× 2	780,643,440
Total Out-of-State, 1976-7	78,842			$935,790,330
Inflationary Factor for 1977-8 (+6%)				+56,147,419
Estimated Economic Impact of Nonresident Student Expenditures, 1977-8				$991,937,749

Source: Nonresident Student enrollment statistics from State Education Department. Estimated student expenditures based of average student expenses detailed in Appendices A, B and C.

Refer to Appendix D for an analysis of the net return on tax-levy support of foreign student by sector in 1976-7.

EXHIBIT IV:

COMBINED ECONOMIC IMPACT OF INDEPENDENT STUDENT AND INSTITUTIONAL SPENDING, 1978

Estimated Economic Impact of Institutional Current Fund Expenditures, 1975-6	$4,317,370,000	
Plus: 6% inflationary adjustment for 1976-7 (est.)	+ 259,042,000	
Adjusted economic impact, institutional spending, 1976-7		$4,576,412,000
Plus: estimated economic impact of independent student expenditures		+3,586,376,398
Less: Economic impact of mutual components		
—Impact of tuitions & fees	– 392,000,000	
—Room & board of residential students living in campus owned or operated housing	– 355,000,000	
Subtotal		–$ 747,000,000
Net Estimated Economic Impact of Student Expenditures		$2,839,376,398
ADJUSTED ESTIMATED ECONOMIC IMPACT OF INDEPENDENT INSTITUTIONS AND THEIR STUDENTS FOR NEW YORK STATE, 1976-7:		$7,415,788,398
Estimated Economic Impact for 1977-8 = +6%, or		$ 7.9 billion

EXHIBIT V:

NET EXPORT VALUE OF THE INDEPENDENT SECTOR

A. NET MIGRATION OF STUDENTS, 1975-6

	Undergraduate	Graduate and 1st Professional	Total
To New York State	54,054	25,100	79,154
From New York State	111,781	35,649	147,430
Net New York Loss	−57,727	−10,549	−68,276

B. ECONOMIC IMPACT OF NONRESIDENT STUDENT SPENDING: INDEPENDENTS vs NYS's OUT-MIGRATION

Impact of Spending by Nonresident Students, Independent Sector, 1977-8	$992 mil
Less: Economic Loss of Spending by NYS Undergraduates Attending College Out-of-State	−643 mil
Economic Loss of Spending by NYS Graduates Attending College Out-of-State	−176 mil
Net Balance (est)	$+173 mil

The economic impact of spending by independent sector's nonresident students more than offsets the economic loss New York's net out-migration of college students by $173 million. This is based on the average student expenditure data detailed in appendices A, B, and C.

EXHIBIT VI:

PRODUCTIVITY OF INDEPENDENT COLLEGES AND UNIVERSITIES IN NEW YORK STATE

Shares of Total State Enrollment and Degrees Conferred

With only 40.7% of the state's full-time equivalent enrollment, the independent sector continues to produce nearly half of the degrees conferred. Excludes Regents External Degrees.

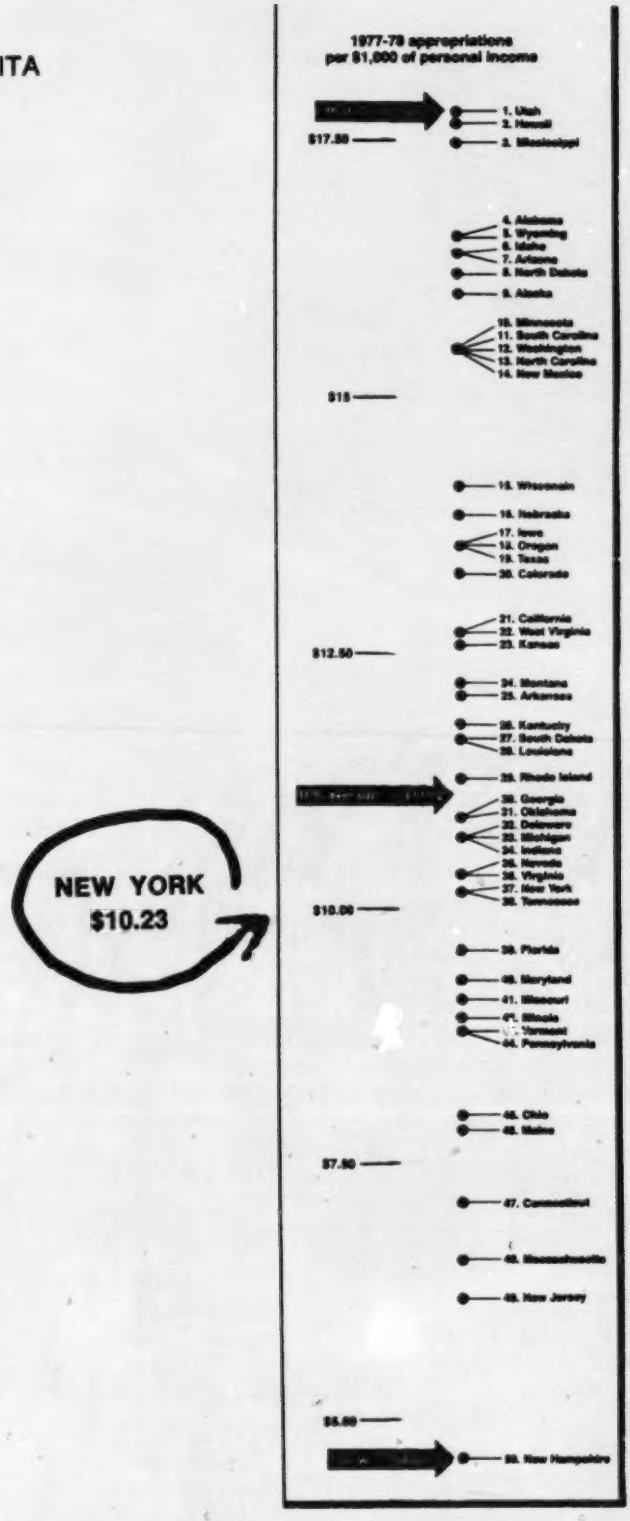
Full-time Equivalent (FTE) Enrollment by Sector, Fall 1976			Independent Sector: Degrees Conferred, 1975-6*		
	Enrollment	Percent of State Total		Number of Degrees	Percent of State Total
SUNY:					
			Associate	4,610	10%
State-Operated	156,991	23%	Bachelor's	41,970	49%
Community Colleges	106,520	15%	Master's	25,888	65%
City University	144,032	21%	Doctoral	2,581	71%
Independent Colleges and Universities	287,758	41%	First-Professional	4,506	82%
TOTALS	695,301	100%	TOTALS	74,945	45%

SOURCE: State Education Department, *The Higher Education System of New York State*, March, 1977.

* Independents produce 56% of all bachelor's and advanced degrees in New York State.

EXHIBIT VII-a:

1977-78 APPROPRIATIONS PER CAPITA



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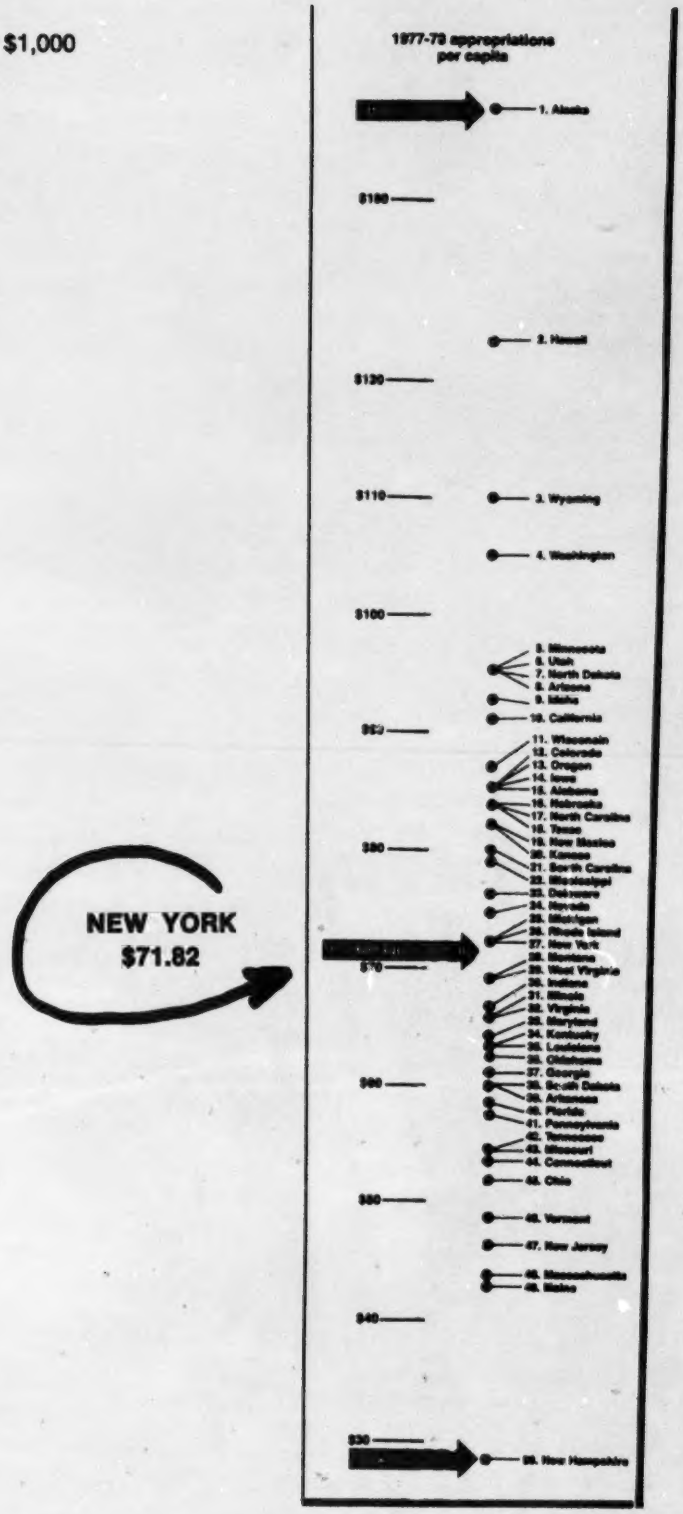
The Chronicle of Higher Education
October 25, 1977

EXHIBIT VII-b:

1977-78 APPROPRIATIONS PER $1,000
OF PERSONAL INCOME



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Chronicle of Higher Education
October 25, 1977

Appendix A:

Estimated Expenditures per Student in the Independent Sector

1976-77

(a) Estimated expenditures for graduate students in New York State:

All Graduate Expenses—(excluding foreign students)[a]

1. Number of Graduate and Professional Students: 68,981 FTEs
2. Married students: Doctoral — 55%
   Master's — 43%
3. Expenses:[b]

		1974-75	+10%	1976-77
Doctoral:	Room & Board	$2,745		$3,019
	Other	3,137		3,450
Master's:	Room & Board	2,184		2,402
	Other	2,751		3,026

Average Graduate (excluding foreign students)

Room & Board	$2,650
Other	3,200
Tuition & Fees	2,950[c]
	$8,800

(a) Source: *State Education Department, New York State's Graduate Students: Educational Costs and Finances*, February 1977, p. 24.
(b) *Ibid.* pp. 25-26.
(c) Revised to reflect **clcu** data on graduate tuitions and fees.

(b) Estimated expenditures for undergraduate students in New York State:

Commuters (93,584 FTEs)

Weighted Average Tuition	$2,889	
Fees	106	
Personal expenses	1,500	
	$4,500	(rounded)

Residents (112,307 FTEs)

Weighted Average Tuition	$2,889	
Fees	106	
Average Room & Board	1,715	
Personal Expenditures	850	
	$5,560	

(b) Source: Estimates based on **clcu** Fall 1976 survey, perusal of college catalogues, and personal phone calls to some financial aid officers. Confirmed in "Meeting College Costs," College Scholarship Service of CEEB, 1976.

Appendix B:

Spending by Foreign and Non-Resident Students in 1976-77

Undergraduates

Tuition	$2,889
Required Fees	106
Room & Board	1,715
Personal Expenditures	1,500
	$6,210

Graduate Expenses — Foreign Students

Average Graduate Expenses per FTE Student		$8,800
Add Summer Expenses:		
Married	1621 FTEs	+$1,450
Single	2394 FTEs	+$ 950
Average Graduate Expenses per FTE Student, 1976-7		$9,951

Fall 1976 Foreign and other Nonresident Students, Independent Sector (FTEs)

	Foreign	*Other Nonresidents*
# Undergraduates	#6,058 FTEs	#43,532 FTEs
# Graduates	#4,015 FTEs	#13,635 FTEs

Total Expenses by Undergraduates	
Foreign	$ 37,620,180
Other Nonresidents	270,333,720
Total Expenses by Foreign Graduates	39,953,265
Total Spending by Other Nonresident Graduates	$119,988,000
Spending by Nonresident Students	$467,895,165
Economic Multiplier	×2
Total Estimated Economic Impact by Independent Nonresident Students, 1976-7	$935,790,330

Appendix C:

Fall 1976 NYS Resident Undergraduate Student Spending by Commuting and Residential Students

	#	%
NYC:		
Total FT	45,775	(100%)
On-Campus Resident	16,021	(27%)
Off-Campus Resident		(8%)
Commuter	29,754	(65%)
Total PT	20,658	(100%)
On-Campus Resident	309	(1.5%)
Commuter	20,349	(98.5%)
Total Commuter FTEs	16,124 FTEs × $4,500 =	$ 72,558,000
Total Residential FTEs	36,537 FTEs × $5,560 =	$203,145,720
Total Undergraduate NYS Resident Student Spending in NYC:		$275,703,720
Upstate:		
Total FT	101,756	(100%)
On-Campus Resident	74,281	(58%)
Off-Campus Resident		(15%)
Commuter	27,475	(27%)
Total PT	35,701	(100%)
On-Campus Resident	357	(1%)
Commuter	35,344	(99%)
Total Commuter FTEs	39,256 FTEs × $4,500 =	$176,652,000
Total Residential FTEs	74,400 FTEs × $5,560 =	$413,664,000
Total Undergraduate NYS Resident Student Spending, Upstate		$590,316,000

Note:

Distribution of on-campus residential, off-campus residential and commuter status is an estimate developed from survey information provided by 87 of 103 **cicu** member institutions as part of the **cicu** 1977 Fall Questionnaire. It is assumed that the distribution of on-campus residential students would increase given the inclusion of seminary institutions but this information was not available. Seminary students total 406 full-time and 104 part-time in Fall 1976. The relatively few numbers of seminary students would not change the distribution of students in the sector appreciably. (Refer to Glossary for definition of terms.)

Appendix D:

INDEPENDENT NONRESIDENT STUDENTS PROVIDE A NET RETURN TO THE TAXPAYER 1976-7

	SUNY	INDEPENDENT
Numbers of Nonresident Students Full-time Equivalent (FTE)	9,041 FTEs	67,240 FTEs
Spending by Nonresident Students:		
Tuition and Fees[a]	$13.1 mil	$196.0 mil
Room and Board, Personal Expenses[b]	35.4 mil	271.9 mil
Total Spending		
Less: State and Local Tax-Levy Support[c]	−28.4 mil	−20.6 mil
Net Return on Tax-Levy Investment, 1976-7	$20.1 mil	$447.3 mil
Economic Multiplier[d]	× 2	× 2
Economic Return on Tax-Levy Investment for Nonresident Students in NYS:	$40.2 mil	$894.6 mil
Return on the Tax Dollar from Nonresident Spending in NYS:	$2 for every tax dollar	$43 for every tax dollar

[a] Source: OPRISIA, SED, 2/77.

[b] Based on average student expenditures prepared by CEEB and HEW, Office of Education. Total tuitions and fees income provided by OPRISIA, SED.

[c] State and local tax-levy support excludes Tuition Assistance Payments and Regents awards as only resident New York students are eligible for this form of State aid. Total appropriations per Full-time Equivalent Student in 1976-7 excluding Student Aid:

SUNY State-operated	$4,046 per FTE
Suny Community Colleges	$1,761 per FTE
Independent Institutions	$307 per FTE

[d] All NYS spending generates other spending, tax revenues, and jobs in New York State's economy. Research suggests every $1 spent by nonresident students in New York generates $2 of economic impact. Consider too, that foreign students bring "new money" into the U.S. and the State. Based on Federal data, independent foreign students spent $26.5 million in new money in New York State in 1976-7.

GLOSSARY

ECONOMIC IMPACT

Refers to the net effect of institutional and personal expenditures for goods and services in an economy. As dollars are received by economic units and individuals and are spent for other goods and services, this creates expansion of income based upon the multiplier effect.

MULTIPLIER EFFECT

Number of times that a dollar is spent in the economy in a year.

FOREIGN STUDENT

A resident of a foreign country attending a New York college or university.

OTHER NON-RESIDENT STUDENTS

Students from other states in the United States and its territories attending New York colleges and universities.

OUT-OF-STATE STUDENTS

Sum of foreign and other non-resident students enrolled in New York State.

ON-CAMPUS RESIDENT

A student living in campus owned or controlled housing and providing additional income for the college in the form of room and board charges.

OFF-CAMPUS RESIDENT

A resident student living in privately owned or rented housing.

COMMUTER

Lives at home with parents or identifies his official residence as being within 25 miles of a campus.